

Supplementary File 1

University Applicants from Refugee Backgrounds and Dropout from Pre-Study Programs: A Mixed Methods Study

Table 1: Used scales

Concept	Item example	Scale	Internal consistency
Self-rated language competencies	"How well do you speak German?"	1 "very poor" to 5 "very good"	α .75 (4 items)
Everyday language use	"In which language do you read books (including e-books)?"	1 "nearly only in German" to 5 "nearly only on a different language"	α .78 (4 items)
Worries about insecure residence status	"I am worried that I have to leave Germany before graduating from university."	1 "does not apply" to 5 "fully applies"	α .74 (2 items)
Worries about xenophobia	"I am worried about anti-foreigner sentiment and xenophobia in Germany."	1 "does not apply" to 5 "fully applies"	α .75 (2 items)
Mental well-being (WHO 5 Questionnaire)	"Over the last two weeks I have felt cheerfull and in good spirits."	1 "all the time" to 6 "at no time"	α .84 (5 items)
Brief resilient coping scale	"I actively look for ways to replace the losses I encounter in life."	1 "does not apply" to 5 "fully applies"	α .58 (4 items)
Higher education social integration	"At the moment I have the feeling that I really belong in my preparatory course."	1 "does not apply" to 5 "fully applies"	α .59 (2 items)
Higher education academic integration	"At the moment I have the feeling that I can master the learning material well."	1 "does not apply" to 5 "fully applies"	α .72 (2 items)

Table 2: Final coding scheme of the qualitative content analysis

Category	Subcategory
Driving factors of drop-out intentions	Financial problems
	Experiences of social exclusion
	German language use in everyday life

Connection to the field of study

View of refugees in relation to driving factors of drop-out intentions

Refugees as target group

Opportunities to develop inclusive concepts

Concepts for teaching and learning

Responsive support

Table 3: Anchor quotes of the expert interviews

Number of quote referenced in chapter 4.2	Quote in full (translated from German into English)	Expert's position	Type of pre-study program	Internal reference number of interview, section
1)	So it's like that, for those who come regularly, this procedure with a residence permit and so on, let's say, is already relatively predictable, [...] and with the refugees it is so, [...] they have to work through a much larger jungle than the regular participants.	teacher	Studienkolleg	1-1-2, 130
2)	You can build up a motivation in a completely different way, when they have the feeling that the group is somehow backing up. The feeling of togetherness is very great here. It's like a small family, I have to say so. And of course you can draw from that, especially when it comes to attitudes or motivation, helping each other.	teacher	Studienkolleg	3-1-2, 130
3)	Being able to make contacts, somehow get into a social network. [...] That is a relevant point. [...] If you don't know anyone, that's of course a thing, when it comes to language learning. [...] It is manageable to learn a language without having contact with the native speakers but certainly not desirable if you live here in Germany and want to study in Germany.	manager/ coordinator	language course	5-2-1, 145
4)	So who has the will to really do that because he or she has a plan for his or her life either here in Germany [...] or anywhere else in the world, [...] and in Germany it starts with the language if you weren't born here. Then it works more easily.	teacher	language course	3-2-2, 162
5)	We want people who are goal-oriented, who have the most stable living conditions possible, so that it is guaranteed that self-learning can take place, who have the motivation, who have basic knowledge.	teacher	language course	5-2-2, 171

6)	<p>The problem with refugees is often, the living situation is too complicated. That people either still live in central accommodation facilities for asylum seekers or simply cannot find an apartment here. They experience racism, discrimination while they look for accommodation. [...] Or to somehow find a connection to German society. Their desire is to somehow come into contact. [...] these are definitely challenges that [...] play a part in the study situation. [...] Or refugees often have to struggle with the insecurity of residence. [...] they always don't know exactly what happens next, what is my perspective in Germany? Even if I start studying now, what do I have to expect? Especially, if people come from so-called insecure countries of origin, such as Afghanistan [...]</p>	manager/ coordinator	language course	5-2-1, 45
7)	<p>If they have problems and tell me so, I can postpone an exam because of an appointment at the Jobcenter [unemployment and welfare agency], then I'll do that, of course, or if someone has a doctor's appointment that he has been waiting for [...] and it works. In case of the final exam, it does not work. But if I have a bit of leeway, then I'll be considerate if I can. [...] So, with certain things I notice, I'm a bit more sensitive. A refugee woman with three children, that's a special situation."</p>	teacher	Studienkolleg	2-1-2, 99
8)	<p>But these are decisions that are not made here, but at the university or in the ministry. So the recognition of teachers in terms of wages is very low.</p>	manager/ coordinator	Studienkolleg	3-1-1, 31
9)	<p>If we get the funding, we take it. But then the refugees are here and nobody wants to pay for them. That would have to be clarified, [...] if there is no BAföG [German student financing scheme], the Jobcenter [unemployment and welfare agency] has to pay. But then the Jobcenter says no, he or she has to work. And things like that mustn't happen.</p>	manager/ coordinator	Studienkolleg	1-1-1, 448-450